



BRIGHAM YOUNG ACADEMY.

Vol. III.

PROVO, UTAH, MAY 15, 1894.

No. 13.

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THE NORMAL.

VOL III.

PROVO, UTAH, MAY 15, 1894.

No 13.

EDITOR,	J. W. BOOTH.
LOCAL EDITOR,	J. E. BROWN.
CONSULTING EDITORS,	M. H. HARDY, N. L. NELSON, W. M. WOLFE, G. H. BRIMHALL, B. CLUFF, JR.
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GEN. MANAGERS,	L. E. EGGERTSEN, M. H. HARDY.
SECRETARY,	A. C. SORENSEN.

PUBLISHED SEMI-MONTHLY DURING THE SCHOOL YEAR

BY THE
NORMAL ASSOCIATION.

SUBSCRIPTION, \$1.25.

Contributions from progressive teachers and students solicited.

Address all communications to

THE NORMAL, B. Y. A., Provo, Utah.

Entered at Provo, Utah, P. O., as second class matter.

EDITORIALS.

ONE of the most successful years the Academy has ever experienced is about to close. Nearly nine hundred pupils have been enrolled during the year, and the progress made by all has scarcely before been equalled, and has never been surpassed. But few students have dropped out of the courses elected, and almost all will succeed in passing the required examinations. We say almost all, for we are informed, nay it has been apparent from the first, that some would fail. We believe, too, that as a rule every student is pleased, both with the school and with the courses taught. Every one is prouder of his Alma Mater today than he ever was before, and this is right. The teachers and officers of the Brigham Young Academy have done all in their power for the intellectual and moral advancement of the students under their care. Never has a student gone to a teacher with a request, however trivial it might have been, without receiving a kind word and valuable advice; and

we might say, too, that never has a teacher made a request of a pupil that that pupil has not responded with promptness and good-will. Such unity existing between pupils and teachers cannot fail to produce the very best results; and there is no body of students in Utah more energetic in their studies, more ambitious, and that have a higher ideal in life than the students now attending the Brigham Young Academy. They look upon life with a broader view, they stand on a higher eminence than they ever stood before. Further, with but few exceptions, they love study; they know how to study; they know where information may be obtained; and they are enthused with a determination to pursue their studies, in school, if fortune favors them, out of school, if they cannot succeed in attending again; anyway, they will pursue their studies, and make the most of the circumstances that surround them.

From what we can learn the prospects for a successful year beginning next August are better than those for any previous year. New ideas are to be initiated next year—the result of the Principal's travels among the schools in the east. Some new teachers are to be engaged. Courses are to be extended so as to cover six years instead of four years. Apparatus is to be purchased. New books for the Library will be obtained. There will be greater specialization on the part of the teachers. New studies are to be introduced. In fact, many improvements will be made along the line already marked out for the onward course of the Academy.

There is one principle practiced in the Academy which will be carried to a greater extent next year than ever before, and that is the principle of self-government. It is the policy of the Academy, as much as possible, to put the disciplinary power into the hands of the pupils, and to initiate them by practice into self-government. A free people must of necessity be a self-governing people. A self-governing people must of necessity be a free

people, and these principles of freedom and self-government are taught and practiced in the Academy more, perhaps, than in any other school in the West.

The subject of child-study, experimentally and by observation, will be prosecuted next year, and we believe with splendid results. Those who expect to teach the child must know the child. They can know the child only by and through child-study. Therefore we consider the establishment of an experimental laboratory for the study of children as a great step in advance along the line of normal work. We think that the results of this laboratory will be felt for good throughout the whole Territory, and wherever else graduates of the Academy may teach. We understand, too, that an association is to be organized for the study of children, which though it may not be connected with the experimental laboratory, will still be beneficial to it as an aid.

The extension of the Summer School courses from two weeks to five weeks' session is also a step in advance. In fact the summer school will be a continuation during the summer of the regular work in all the departments of the Academy. Instead of a Summer School, it might rightly be called a summer session of the Brigham Young Academy, for the training courses, the academic courses, the professional courses, both in the Commercial and Normal departments will all be carried on as regular work. A feature peculiar to the Summer School is the engagement of an eastern professor, Dr. Hinsdale, Professor of Pedagogy in the University of Michigan, as lecturer. But this is carrying out the policy of the Academy in its endeavor to bring the students in contact with the minds and ideas of the great educators of the world. In every respect therefore we must say that the Academy is in a healthy condition, and we are certain that the public will excuse these expressions of joy at this condition, for whatever tends to work up a great school or a school system among a people, tends to work up and benefit that people. Therefore, not the students alone are interested in what is going on in this school and in other large schools in the Territory, but the fathers and mothers and the public at large as well.

THE progress being made by the Brigham Young Academy is noticeable from many standpoints. Principal Cluff's visit to the East has added in a marked way to the enthusiasm of the Faculty and school.

If in the past we have stood in the rear of older colleges and universities in art and science and literature, our Theological Department has led in teaching the religion of Jesus Christ; and while that study is in no wise neglected now, the others are coming to the front.

We firmly believe that the B. Y. Academy and its tributary Church schools will be one of the means of the fulfillment of Isaiah's prophecy that the law shall go forth from Zion and the word of the Lord from Jerusalem.

Utah men are now being offered positions in Eastern schools—some being already engaged—to fill places of honor and trust. Integrity and zeal and manhood cannot fail of recognition in spite of prejudice. The return of Utah graduates from Eastern universities will continually increase the efficiency of our home institutions, and time will place every other desideratum in our midst, so that an education can be obtained at home by all who desire it.

Another great factor in the preparation of teachers is the Summer Institutes. Here the very best pedagogical instructions are given; and hereafter they will probably be improved by courses in the practice of teaching in a training school, under the most proficient critics.

Why should we go East to study law? We read the same Constitution here, and are protected by the same government. Why leave home to study geology? One trip through Provo Canyon will tell us more of that science than all the mole-hills and ant-beds of New England. Why go to Europe to study astronomy? The same sun tell us his story that shines upon the Old World; the same stars twinkle above us that pierce their telescopes. The pleiades are not partial to Europe; Orion and Arcturus are no less willing to reveal their secrets to us than to them, neither are the planets respecters of persons. It is true, traveling educates. But let us get what Utah can give us, and it will increase our appreciation for the lessons of other climes

**BRIGHAM YOUNG ACADEMY,
PROVO, UTAH.**

**PRELIMINARY ANNOUNCEMENT FOR
1894-5.**

NOTE.—The complete circular will be issued in November, 1894. It may be obtained after that date by applying to the Secretary of the Faculty, B. Y. Academy, Provo, Utah.

CALENDAR.

Entrance Examinations begin Monday, August 20th.

Instructions in all departments begin on Tuesday, August 21st.

Summer session of five weeks in all departments begins Monday, July 9th.

Further information may be obtained by communicating with the Principal, B. Y. Academy, Provo, Utah.

ADMISSION.

THE Academy is open to all persons of good, moral character. Evidences of such character must be furnished when required.

Children between the age of three and six years are admitted to the Kindergarten.

The requirements to the grades of the Preparatory School are similar to those in well graded public schools.

Applicants to the Normal and Commercial Departments must be at least fourteen years of age, and must sustain a satisfactory examination in the following subjects:

(a.) Arithmetic, including the principles and operations of simple numbers and of fractions, decimal and common.

(b.) Grammar, including the parts of speech, and their uses and relations in connected discourse.

(c.) Geography, including positions, boundaries, and coast lines of grand divisions, and the geography of the United States in detail.

(d.) Reading, sufficient to test the ability to read well at sight any portion of the Fifth Reader.

(e.) Spelling and Punctuation: Applicants should be able to spell correctly common English words, and to punctuate the simpler forms of sentences.

(f.) Penmanship: Ability to write a good legible hand.

Where applicants are graduates of a B. Y. Academy Certificate or Approved School,* no examination is required.

Any school doing good Eighth Grade work may become a Certificate or an Approved School by making application to the Principal, B. Y. Academy. Members of the Faculty of the Academy will then be sent to the school as an examining committee, and upon their favorable report, the school will be entered on the approved list.

* For a list of Certificate Schools, see Circular 1893-4.

THE NORMAL.

Applicants for admission will first present themselves to the Principal in his office, Room 9.

ADVANCED CREDIT.

Students able to pass examination in any of the studies offered in the Normal and Commercial Departments may receive advanced credit. At the direction of the Faculty, certificates from high schools or colleges of recognized merit may be taken in lieu of examinations for corresponding studies.

FEES AND EXPENSES.

TUITION.

	Full Semester.	$\frac{3}{4}$ Semester.	$\frac{1}{2}$ Semester.	$\frac{1}{4}$ Semester.
Kindergarten*	\$ 6.00	\$ 4.50	\$ 3.00	\$ 1.50
First Grade	4.00	3.00	2.00	1.00
Second Grade	5.00	3.75	2.50	1.25
Third Grade	{ 6.00	4.50	3.00	1.50
Fourth Grade	{ 9.00	6.75	4.50	2.25
Fifth Grade	{ 15.00	11.25	7.50	3.75
Sixth Grade	20.00	15.50	10.50	5.50
Seventh Grade	20.00	15.50	10.50	5.50
Eighth Grade	10.00	7.50	5.00	2.50
Academic Department	1.00	75	50	25
Commercial College	Drawing	5.00	3.75	2.50
Kindergarten Normal	Painting	10.00	7.50	5.00
Music Department†				
Mechanical Department‡				
Art Department				

Normal Department, free. Life membership \$15.00, yearly expense fee \$5.00.

Library fee for Normal, Academic, and Commercial Students, \$1.00.

BOARD AND ROOMS.

The Academy has no dormitories. Students find board and rooms in the homes of citizens at prices ranging from \$2.50 to \$4 per week. Many students prefer to rent rooms and board themselves, thus greatly reducing their expenses. The rent of rooms ranges from \$2 to \$5 per month.

In answer to many inquiries, we will say that the best way to arrange for living is to come and select, each one for himself; however, those desiring assistance should write to the Principal of B. Y. Academy, Box C, Provo, Utah.

GRADUATION FEES.

Teacher's Certificate.....	\$5.00
Commercial College Diploma.....	5.00
Degrees	10.00
Kindergarten Certificate.....	2.00
Kindergarten Diploma.....	5.00
Special Certificate.....	50

* Children coming for shorter periods than $\frac{1}{2}$ Semester will be charged 35 cents per week.

† Vocal music under Prof. Giles, free to Normals.

‡ For materials and wear of tools.

CERTIFICATES AND DIPLOMAS.

The issuance of the Primary and Intermediate Grade Certificates is discontinued. In their stead a Teacher's Certificate will be issued to those desiring it, at the successful completion of 108 hours of school work, including the practical training. One hundred and eight hours equals three years' work at eighteen hours per semester.

The requirements for the degree of Bachelor of Pedagogy are increased from a four years' to a six years' course, namely: One Preparatory year, four years of Academic and Professional work, one year of practical work in the schoolroom and reading assigned books. In other words, to obtain the degree of Bachelor of Pedagogy applicants must have one hundred and eighty hours' credit, must have taught school successfully at least one year, and must pass an examination in the work assigned book.

ELECTION OF STUDIES.

The maximum number of hours a student may elect during any semester, without special permission from the Faculty, is twenty, and it is advised that during the first year but sixteen be elected, during the next three years eighteen, and during the fifth year twenty hours per semester. An hour's work is one recitation per week for one semester; eighteen hours means that the student has eighteen recitations per week.

COURSES OFFERED.

All studies, except those of the Preparatory year and the studies hereafter designated, are elective; i. e., a student may choose such studies as he desires to take. Nevertheless, students are advised to consult with members of the Faculty in the choice of studies.

NOTE.—All studies continue one semester except when otherwise stated.

PREPARATORY YEAR.

FIRST SEMESTER.

SECOND SEMESTER.

Moral Instructions or Theology.	Moral Instruction or Theology.
3. Grammar A.*	3. Rhetoric A.
2. Composition A.	2. Composition B.
3. Arithmetic A.	3. Algebra A.
2. Orthography A.	2. Geometry A.
3. Geography A.	3. Drawing A.
1. Penmanship A.	1. Penmanship B.
2. History A,	2. Elocution A.

REQUIRED STUDIES.

I. FOR THE TEACHER'S CERTIFICATE.

1. All studies of the Preparatory year.
2. Theory of Teaching A and B.

* A, B, C, etc., denote each a semester's study in the course named, A being the elementary or beginning study. If a course continues two years it will be designated in the circular by A, B, C, D, etc.

3. Psychology A and B.

4. Practice Teaching.

All other studies of the one hundred and eight hours' credit necessary are elective.

II. FOR THE DEGREE OF BACHELOR OF PEDAGOGY.

1. All studies required for the Teacher's Certificate.

2. Pedagogics A, B, C and D.

3. Psychology C and D (child-study).

4. One year of practical teaching and reading professional books.

All other studies of the one hundred and eighty hours' credit necessary for the degree are elective.

EXPLANATION OF COURSES.

The following courses of instruction are offered. A full explanation of each study will be found in the Circular:

Ethics, or Morals and Manners, one year's course.

Theology including *Church History*, four years' course.

Theory of Teaching, two and one half years.

Training School Practice, one semester.

Pedagogics, including the *History of Pedagogy*, two and one half years.

Psychology, three years. This includes a one year's course in *Child-study and Observation*.

Logic, one year's course.

English Grammar, one semester's course. Review course for the Preparatory Year.

Rhetoric, one year's course.

Composition, three semesters.

Elocution, including drill in reading for Preparatory Year, three semesters.

English Literature, one year.

Philology of the English Language, one year.

Greek, three years' course.

Latin, three years' course.

German, two years.

French, two years.

Spanish, two years.

Physics, two years.

Chemistry, two years.

Physiology and Sanitary Science, one year.

Domestic Science, one semester.

Descriptive Astronomy, elementary, one semester.

Geology, one semester. (This course may be increased to one year.)

Botany, one semester.

Zoology, one semester. (This course may be increased to one year.)

Geography, topical and physical, one year. Physical Geography serves as an introduction to the natural sciences.

History, General and United States, three semesters.

Political Economy, one year.
Free Hand Drawing, one semester.
Mechanical Drawing, one year.
Architectural Drawing, one year.
Shop-work. A two years' course is offered, reciting twice a week.
Book-keeping, one semester.
Arithmetic, one semester. This is a review course for the Preparatory Year.
Algebra, three semesters.
Geometry, three semesters.
Trigonometry, one semester.
Surveying, one year.
Conic Sections, one semester.
Analytical Geometry and Calculus, one year.
Analytical Mechanics, one year.

MUSIC DEPARTMENT.

By the establishment of a Conservatory of Music and the engagement of two or three additional artists of high ability, greater facilities than ever before are offered in this department. Complete courses will be given in Instrumental and Vocal Music, in Harmony, and in Voice Culture.

ART DEPARTMENT.

JOHN B. FAIRBANKS, JOHN HAFEN, E. EVANS,	Instructors in Charge.
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The courses in this department are designed to cultivate the artistic taste, to teach the technique of art, and to afford opportunities, under trained instructors, for the proper development of natural gifts.

Courses are offered in Drawing from casts and life with pencil, charcoal, crayon and pen, and in Painting in pastel, water-color and oil. The studio is open every day to pupils; instructions and criticisms are given twice per week, the individual method being used. In this way pupils may advance as rapidly as their time and ability will permit.

THE NORMAL TRAINING SCHOOL.

This school is organized with eight grades, corresponding to the years of a child's school life, and offers to Normals in training exceptional facilities for practical work, under the immediate direction of professional teachers. The professor of the Theory and Practice of Teaching is the director in charge, and has for his assistants the regular grade teachers, as well as others qualified for the work. In this way the principles of education as explained theoretically are submitted to the tests of practice in the school, thus uniting theory and practice. In order that sufficient maturity and scholarship be ensured on the part of the candidate, the Training School period has been advanced to the third year of the course. By this change the practice teacher will have advantage of the study of Theory of Methodology and Psychology, before engaging in actual school work.

THE NORMAL.

Third year Normals as practice teachers organize the schools, conduct the classes, make out plans and programs, and perform all the duties of teacher in a regular school. The assignment of work is such that every Normal teaches in all the grades.

THE NORMAL COURSE FOR M. I. OFFICERS.

This course is under the immediate control of the General Superintendency of the Y. M. M. I. Associations.

The time of attendance has been extended from five weeks to one semester, thus affording opportunities for thorough preparation in this important and continually increasing field of educational work. Applicants should be representative young men with at least common school attainments, for such only can pursue with profit the instructions given.

Courses are offered in the following:

M. I. Manual, Part II, complete.

M. I. Manual, Part I, reviewed.

Vocal Music.

Physiology and Hygiene.

Elementary Physics and Chemistry.

Elementary Psychology, with special reference to methods of study.

Organization and Management of Associations.

Where the students' time is not fully occupied with the prescribed work, other courses may be chosen from the regular Normal Department, to fill the twenty hours allowed.

M. I. students are entitled to all the privileges of regular Normals, and are subject to the same rules and regulations.

NORMAL COURSE FOR SUNDAY SCHOOL TEACHERS.

This course has been established by the Board of the Deseret Sunday School Union, and is under its immediate control.

The design is to prepare teachers for the instruction and training of Sunday School teachers, and to this end one semester's work instead of five weeks is required.

Instructions are given in the following subjects:

The Organization and Management of schools.

The Object and Aim of Sunday schools.

Elementary Psychology and its application in teaching.

Qualifications of Teachers.

Methods of Organizing and conducting classes.

Methods of Teaching.

From the courses offered in the Normal Department, students are permitted to choose a sufficient number to make up twenty weekly recitations.

A model school is held every Sabbath, in which the methods and principles taught during the week are illustrated by practice.

Students in this course are entitled to all the privileges of regular Normals, and are subject to the same rules and regulations.

NORMAL COURSE FOR YOUNG LADIES' M. I. OFFICERS.

This course has been established by the Superintendency of the Y. L. M. I. A., and is under its immediate control.

It is not intended that students shall be called to this course, as in the case of those taking the Sunday School, or Y. M. M. I. Officers' Course, but young ladies who are attending school are invited to take the instruction and prepare themselves for work in the Association on their return home.

Instructions will be given on the following subjects:

Methods of using the Guide.

Organization and Management of associations.

How to Conduct Meetings.

Duties of Officers and Members.

KINDERGARTEN.

The general purpose of the Kindergarten is the physical, moral, and intellectual development of the child before he reaches the school age. The observation and attention are cultivated, and he is made acquainted with things and their properties and relations. The means for this development are natural objects, gifts, occupations, songs and games.

While the work is that of a regular Kindergarten, it is conducted with reference to the primary grade in which the Kindergarten methods are continued as far as they are applicable.

THE KINDERGARTEN TRAINING SCHOOL.

This course, extending over two years, aims to prepare Kindergarten teachers. The work is theoretical and practical.

Instructions are given in the following subjects:

The Theory and Practice of Teaching.

Methods of handling the Gifts and Occupations.

Delsarte.

History of Education.

Water Colors, Drawing, Clay Modeling.

Elementary Psychology.

Games and Songs.

Primary Methods.

Elementary Science.

Elementary Geometry.

Practice work in the Kindergarten is continued until the students are proficient in the art.

EXPERIMENTAL LABORATORY FOR THE STUDY OF CHILDREN.

The psychological study of children, pursued systematically, will be fruitful of good results in two ways; first it will lead the Normals to observe children, and become acquainted with child-life, thus fitting them more thoroughly for the great work of the teacher; secondly, it will bring together a great deal of data concerning the mental life of the child, as manifest in his activities. The work in the Laboratory will have these ends in view. It will aim to develop the power of observation in the Normal students, and interest them in mental phenomena, as manifest in the plays and sayings of children, thus leading them to understand better the subject to be taught. It will also accumulate a vast amount of material concerning child-life which, when studied comparatively, may lead to conclusions of pedagogical value. Not only by observation, but also by experiment, will the study

be pursued. The answer to such questions as the following will be sought:

The Growth and Development of Memory; (a) Verbal Memory, (b) Rational Memory.

The Growth of the Powers of Observation in the child.

The Growth of Judgment.

The Growth of Reason.

The Growth of Affections.

The Contents of the Child's mind when he enters school.

The Growth of the Idea of God, etc.

Besides these, tests will be carried on for the discovery of defects in children, as defects of the eyes, of the ears, motor defects, etc., and inquiries will be made into the best methods of remedying these defects. Before pursuing this course, students should be in possession of the general facts of psychology, as explained in the elementary text-books on the subject.

SHOP-WORK.

In this department the object is to instruct students in the use and care of tools and machines used in making and constructing various objects in wood, and to lay a good foundation for the future study of a trade. For this purpose a large workshop is fitted up with tools, machinery and work benches, and a systematic and progressive course of work is laid out.

LADIES' WORK.

Instructions are given in *Plain and Artistic needlework, Drawn work, Cutting and Fitting, Dress-making.*

MILITARY DEPARTMENT.

This department has been organized for the purpose of affording the students of the Academy the advantages of military drill and discipline, and at the same time of placing them in possession of that knowledge necessary to fit them for efficient military service in times of their country's needs.

During drill the rules and regulations of the state militia are enforced.

PHYSICAL CULTURE.

The course in Physical Culture aims first to develop the students physically, and thus insure a better mental growth; and secondly, to prepare Normals as teachers of the art in primary schools.

DOMESTIC ORGANIZATION.

As much as possible, the disciplinary part of the Academy both in and out of school is placed in the hands of the students. The best government is self-government, and the Academy aims by making students responsible each for himself, to develop self-government in all. As soon as a student demonstrates his inability to govern himself, the Faculty comes to his assistance.

RULES AND REGULATIONS.

The Academy assumes that all applicants for admission are of good moral character; that they are ladies and gentlemen, in the

truest sense of the word; that they will continue to conduct themselves as such, and that they have come for the purposes of study and advancement. If these assumptions are justified by the conduct of the student, he will find everything in the school to aid and assist him.

SOCIETIES.

Associations and societies are organized and conducted by the students which afford opportunities for practice in Parliamentary usage, public speaking, public discussions, presiding over, and conducting meetings, etc. The services of professional educators and men of eminence are often secured.

PAPERS.

Two papers are published by the students of the Accademy: THE NORMAL, which considers subjects of interest to those preparing for the teachers' profession, and THE BUSINESS JOURNAL, which considers matters pertaining to business, commercial law, etc. These furnish opportunities to cultivate the power of expressing thought by means of writing, besides aiding materially in the advancement of the educational interests of the school.

It is intended that each paper, by having as contributors the best talent in the Territory, shall be authority in its respective line.

COMMERCIAL COLLEGE.

The Commercial College is in session during the whole year and students may therefore, enter at any time. Its advantages are unsurpassed. It affords facilities for a thorough business education; in fact, it aims to do all that a college of like character can do for young people. Two Diplomas are offered, one in Book-keeping, and the other in Typewriting and Phonography, the requirements for each being 78 hours credit. All courses are elective except the following:

FOR THE BOOK-KEEPING DIPLOMA.

Book-Keeping, A, B, C, and D.
Commercial Arithmetic, A and B.
Business Penmanship, A and B.

FOR THE TYPEWRITING DIPLOMA.

Phonography, A and B.
Typewriting.
Following are the courses offered:
Science of Accounts.
Text-book work in Book-keeping.
Practical Book-keeping. (Actual buying and selling.)
Banking. (Thorough work in banks.)
Commercial Arithmetic.
Business Writing.
Ornamental Penmanship.
Business Correspondence.
Commercial Law.
Civil Government.
Parliamentary Law.
Phonography.
Typewriting.

HERE AND THERE.

The end has come.

We hope to see you all with us again next year.

Boys, what are you going to do with your girls?

Don't forget the excellent courses given in the summer schools.

Last week '95 gave May Ashworth a grand surprise. All had a most enjoyable time, until the small hours of the night.

We understand the work done in the scientific studies has been most successful, as nearly all finished their courses.

Room 10, under the busy hands of some of our students, puts on a very pretty appearance, being decorated with artistic taste.

After a year of hard study, the students now feel as though a heavy load had been taken from their shoulders. Yet they should not fall into idleness. Remember the mind needs constant brightening.

We wish to bid the students and patrons of the NORMAL good-by; we may leave for our homes never to return again, perhaps, yet will the NORMAL be a welcome visitor to our homes, as it has been to yours. We only ask you now to support the paper and institution in the future as you have in the past.

It has been a happy custom for years in the history of the Academy for the Faculty to meet by turn for social occasions, at the homes of the respective members, but for the last year or two the number of teachers has become so formidable as to make the pleasure seem impracticable, save by the engagement of some public hall. However, Saturday night, May 19th, the Principal and his good wife resolutely faced the difficulty, and demonstrated in a most hospitable manner that the old-time sociable is quite possible. They went one better. Not only did they entertain the members of the Faculty and their wives, but the members of the Board and wives were also there. Everyone felt very near to everyone else, but that was the very thing the genial host and hostess determined should happen. It is needless to say that the teachers unbent their pedagogic brows and had "a good time."

PATENTS

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Dr. Hardy's classes in Physiology have surprised themselves in the amount and excellence of the work done. Room H is literally filled with their diagrams and drawings.

Monday morning, 21st instant, the classes advanced. The meaning of this term was made plain for the first time in the history of the Academy. The students were arranged in the order of their years. Then all those who graduate—the seniors, the Commercial College students taking diplomas the M. I. and S. S. Normals taking out certificates—moved out "into the wide world" to the tune of the Academy March. The juniors, sophomores and freshmen then moved forward one year, and took on their new dignities with much suppressed excitement. Lastly, the vacated chairs of the freshmen were filled by the graduates of the Preparatory School, amid the applause of all assembled. This little formality is likely to prove a very remunerative object lesson, alike to the students and the institution.

Prof. Nelson declares that this year's class is the first in elocution whose attainments he has really been satisfied with. Tuesday night, 22nd inst, the class gave an entertainment, consisting of readings and recitations. The teacher prefaced the exercises with the remark that the work had been confined almost exclusively to the fundamentals of expression, correct bearing, natural breathing, distinct articulation, and accurate pronunciation.

The classes in English were to have had Wednesday evening to make an exhibit of original readings and recitations, but a change, giving the time to the Music and Art Departments, necessitated joining the work to the Elocution entertainment. Half the readings were thus "home-made," and judging by the comments of the audience, they were the better half. These classes have finished a continued series of essays for the *Juvenile Instructor*, with occasional contributions to other journals, and the teacher has on hand over a hundred compositions embracing essays, stories, descriptions, etc., worthy of publication.

Grades 1 to 6 of the Preparatory School held their commencement exercises before an interested audience of mammas and papas.

The little folks went ahead without assistance from the teachers. Songs, stories, recitations, speeches, were indulged in with all the gusto of little men and women. The teachers felt proud of their little prodigies, and well they might; for their exercises rang with the applause of the listeners.

Grades seven and eight outdid everybody in decoration. Their exercises went on at the same time as those of the lower grades. The reporter knows the flavor of the program only by the applause which broke distinctly every few minutes though double walls and across a wide hall. A humorous essay on "Gardening," by Miss Ivy Sims, and a pathetic recitation written and rendered by Miss Annie Pike, are especially praised, but it is hardly just to single out any exercise, so uniform was the excellence of all the work.

CONSISTENCY IN EDUCATION.

THE aim of all education should be to prepare the student to fill to his utmost capacity the sphere for which he or she is destined. "Eighty per cent. of our girls," says an eminent journalist recently, "are destined, at some time of their lives, to become wives and mothers and keepers of their own domesticities." The aim then of our educational system for girls should be, first and foremost, to fit them to be capable housewives and mothers. This I think will be readily granted. Now let us see how this principle is adhered to.

Many American fathers and mothers have not had the advantages of a liberal education. They have felt the lack keenly in their social intercourse, and they conceive a most profound respect for book learning and those who possess it, and especially the more showy accomplishments, underrating, I fear, their own homely gifts and abilities. In consequence no sacrifice is thought too great which will enable them to give their son or daughter that which they have so sorely missed.

So far, this is well enough, but alas! mother's modest deprecation of her own talents lead her to neglect her daughter's education in them, little guessing the wrong she is doing. In larger cities, girls of educated parents are too often made the victims of the latter vanity and misplaced ambition. The love of display

and social preference here becomes a great factor, and on no account can they permit a neighbor's daughter to outshine their own. If the former dabbles with paint and brushes, or strums on an instrument, garnishes her language with French or German phrases and strives to become a walking fashion plate, the latter must do all these things just a little better, and mother will work in kitchen and pantry until this is accomplished. The result is a parlor ornament, and only that.

Then there is the girl trained for a profession, the girl who must earn her own livelihood, heaven forbid that I should say one word against fitting a girl for an independent existence, only too often the professional entirely absorbs the domestic side of her education.

And what are the schools doing to remedy this onesidedness? With but few exceptions rolling back the responsibility on the mothers shoulders, and goading the girls on to a useless rivalry with the boys in amassing abstract knowledge.

In each of the above cases, let the tired mother's hands be compelled to rest by sickness, or the daughter become the inmate of a cozy little nest of her own, and be called to take the reins of housekeeping for father, brothers or husband, in her inexperienced hands, if she be conscious, God and she only know the heartaches, perplexities and tears, the tired head, back and feet that accompany her in this rough, and by her untrodden road. "She will learn by experience," you say. Ah yes! after a time, for our American girls are the brightest of their kind, but the cost that only she knows. What would she not give now, could she exchange her knowledge of Greek, Algebra, Geometry, yes, even her cherished paints for that of cooking, the needle and general house management. It is a cruel mistake and a wrong aim that has been pursued in her education.

It is no easy task, and few men realize how great an expenditure of strength and nerve, how much patience, tact and talent, together with experience, are required to safely guide the domestic ship, especially when rough seas and shoals of sickness or poverty are to be encountered and no captain has more need of a thorough knowledge of the sea tactics of the

common tar, then has she of a thorough knowledge of everything pertaining to her house, who would successfully stand at the head of a large establishment and a corps of domestic servants.

Is life long enough, have we a superfluity of strength to spend where the returns are unprofitable only to cry out in sore need for that which might have been ours instead? Is it not just possible that we could drop the one and substitute the other? Let us consider what our girl's life work is to be, fit her for that first, and then give her all that will benefit her and humanity through her.

Life is too short and her physical strength too important a factor in the world's welfare to waste it in obtaining that which is to her next to valueless.

SUMMER SESSION IN CLASSICAL AND LITERARY STUDIES.

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Opens on Monday, May 28th, 1894, and continues for ten weeks.

In the session Professor Whitley will give a course of special lectures and class instructions in the following studies:

I. *Ancient Classics*—Greek and Latin in the Cumulative, Comparative and Inductive methods, with the best keys of subsequent self-culture.

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III. *Psychological Studies*—Embracing Mind Nature. Applied Logical Principles, Thought Culture, and the science of Mind Expression, both written and oral.

HOURS OF STUDY.

Two hours of recitation will be given daily in each of the above courses. Classes will be held morning and evening, to suit the convenience of students.

FEES.

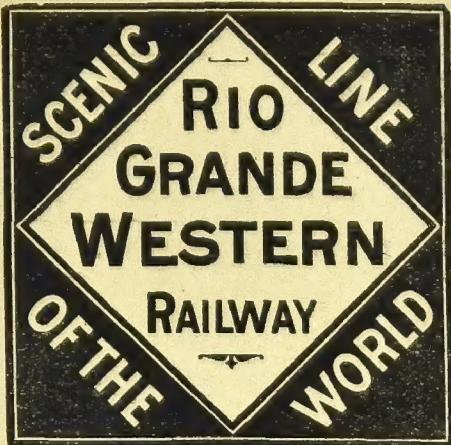
For any one single course \$1.00 per week; for two courses \$1.50 per week, and for the whole three courses \$1.75 per week.

The session will be open on the above date, at 9 a.m.

B. CLUFF, JR., M. A., Principal.
J. WHITELAY, M. A.

NOTE.—Teachers who during this school year have taught in Church Schools, and who have received but part pay, may enter these courses free of charge.

J. WHITELAY.



STANDARD GAUGE.

CURRENT TIME TABLE.

IN EFFECT APRIL 29th, 1894.

LEAVE PROVO FOR EAST AND SOUTH.

No. 2.	For Grand Junction and points east.....	9:26 a. m.
No. 4.	For Grand Junction and points east.....	9:35 p. m.
No. 6.	For Springville, Thistle, Sanpete, and Sevier	3:55 p. m.
No. 8.	For Springville, Spanish Fork, Payson and Eureka.....	6:20 p. m.

LEAVE PROVO FOR WEST.

No. 1.	For American Fork, Lehi, Salt Lake, Ogden, and the west.....	11:55 a. m.
No. 3.	For American Fork, Lehi, Salt Lake, Ogden and the west.....	10:17 p. m.
No. 5.	For Am. Fork, Lehi and Salt Lake	4:15 p. m.
No. 7.	For American Fork, Lehi and Salt Lake	8:25 a. m.

ARRIVE AT PROVO FROM EAST AND SOUTH.

No. 1.	From Denver, Grand Junction and points east	11:55 a. m.
No. 3.	From Denver, Grand Junction and points east	10:17 p. m.
No. 5.	From Springville, Thistle, Sanpete, and Sevier	4:15 p. m.
No. 8.	From Springville, Spanish Fork, Payson and Eureka.....	8:25 a. m.

ARRIVE AT PROVO FROM WEST.

No. 2.	From California, Ogden, Salt Lake, Lehi and American Fork.....	9:26 a. m.
No. 4.	From California, Ogden and Salt Lake,	9:35 p. m.
No. 6.	From Salt Lake, Lehi and American Fork	3:55 p. m.
No. 8.	From Salt Lake, Lehi and American Fork	6:20 p. m.

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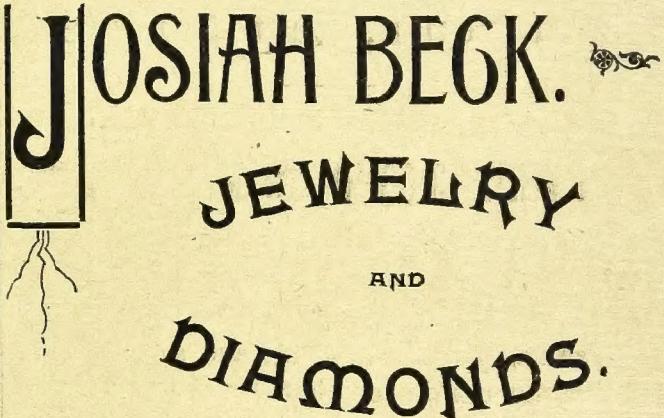
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Passenger train for Salt Lake at 4:30 p. m.

Passenger train for South at 9:40 a. m.

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W. G. CRAIG, - - - AGENT

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